A Brief outline of the Proposed M.Phil Extension Plan for PhD

"THE USE OF MULTIMEDIA IN TEACHING PHONOLOGY OF ENGLISH AT UNDERGRADUATE LEVEL OF RURAL COLLEGES IN NANDED DISTRICT"

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Introduction:

Today, no other language dominates the world policies, world sciences, world trades, world media and world literatures like English. At present, the knowledge of English has become a global necessity. It is a language spoken across boundaries, across culture and across religions. It gives the users more mobility and more opportunities both inside and outside the country. It also provides them with modern ideas and knowledge which are necessary to compete in the modern world. Rather English serves as a glass ceiling in relation to jobs. A number of multinational companies have come into the country. What perhaps is so clearly recognised, is the growing need for meeting the challenges posed by rapidly changing international environment. Hence, it is necessary to improve the proficiency level of the students and enable the students of today and professionals of tomorrow to survive in the globalized world. Thus, realise the new significance of English language and help the students achieve good command over English.

English is the official language of as many as 62 countries. In a multilingual country like India English is more than a foreign language. A large number of multinational companies like BPO's are emerging and flourishing in the country. These companies need employees with a sound knowledge of English language as their customers are from other countries, mainly Americans and the British people. Hence, sound knowledge of English language with specific skills in their area will enable the candidates seeking jobs to deal with customers and companies in the world. Thus, it may avail better job and career prospects. Global market provides more and more job opportunities to the people who are able to speak English fluently and need workers in various fields. Viewing international age through global prospective we should boldly and honestly accept the fact that English has come to stay and one does not have an alternative to learning to speak English fluently and in a way that it could be understood across the world. English Language Teaching should cater to these demands.

The development of English language in India can be divided into three stages: Pre-Independence period, Post-Independence period and English in globalisation era (a decade ago). Until globalisation English in India was used as a second language. The purpose to be

served was mainly official. However, this purpose has undergone changes and now in the world of globalisation English has become the need of the day. Hence various methods are being adopted to teach and learn English language to meet the needs and requirements to cope with the job competencies.

The entire curriculum for teaching English is constructed and the syllabus is modelled to meet these needs of the students. It has been, however, observed that even after studying English language at school, college and university level, which comes to a period of ten years, students are not able to cope with the required linguistic competencies in oral communication. The syllabus designed for the students mainly focuses on enhancing the writing skills, thereby concentrating more on developing vocabulary and teaching structures of the sentences. It pays very less attention to the spoken aspect of English language. Hence the students after completing their graduation find it difficult to get relevant jobs as they are specifically skilled in their areas but lag behind in speaking English fluently and with proper pronunciation. Students who are native Marathi speakers show a great influence of their mother tongue when they speak English. This influence is seen mainly because each language has its own phonological system which deals with the sounds [phonemes] of that language.

Like many other languages English has wide variation in pronunciation, both historically and dialect to dialect. In general however, the regional dialects of English share a largely similar phonological system. Phonological analysis of English often concentrates on or use as a reference point one or more of the prestige or standard accents, such as Received Pronunciation. In the phonology of English following elements occurs which are *Phonemes*, *Lexical stress, Phonotractics* and *Prosody*. In the present research researcher will concentrate only on *teaching of Phonemes*. A phoneme of a language or dialect is an abstraction of a speech sound or of a group of different sounds which are all perceived to have the same function by speakers of that particular language or dialect.

Each language has distinctive phonetic features. Thus it can be said that languages differ considerably because of the distinctive phonetic features it has. There are *44 sounds* in English language of which *24 are consonant* sounds and *20 are vowel* sounds. These are also called as *phonemes* which may termed as *segmental features of English*. Except for those students who opt for Functional English, the course specially designed by U.G.C. at degree level, and the students who study English as a major subject, the segmental features of English are not included in the syllabus or are not provided with adequate knowledge. Hence the researcher feels that this area of English should be given more importance and students

should be taught the segmental features of English as to minimise their mother tongue influence and neutralise their English accent. This will enhance their skill in speaking English and enable them to cope with linguistic competencies which are very important in the world of globalisation.

Researcher will use multimedia and not going to tell the different uses of multimedia for the teaching of English Phonemes. The main emphasis of researcher is to concentrate on the using of multimedia in teaching of English Phonemes. Multimedia contains different apps, images, audios and videos which can be used to teach English Phonology in the class. Here, researcher will use recorded dynamic sounds or phonemes to introduce learners the segmental features or one of the elements of phonology of English.

Nanded district, in itself is an urban area with well industrial development. The urban colleges have well trained teachers with well equipped labs and material for the teaching and learning English Language. The number of rural colleges in Nanded district is low, *just twelve,* and hence the researcher thinks she should work, teaching segmental features of English, for the rural colleges so as to enhance the ability of the students as well as the teachers in Teaching and Learning English Language. These colleges are situated in the rural areas. *Considering entire population of the colleges in Nanded district, researcher has proposed to choose four rural colleges in Nanded, which is one third of total number of rural colleges*. The researcher has also selected random sampling method and the proposed sample *size would be limited to 100 students, 25 students from each college approximately*.

Origin of Research Problem:

Researcher has completed her M.Phil research on the **Remedial Measures on the Problems of Teaching of English**. Researcher has done a survey, found out the problems and introduced *Remedial Measures*. In the conclusion researcher suggested to concentrate on, one of the remedial measures, segmental features of English for better pronunciation. But, this measure was not experimented. Here, researcher has extended her research to experiment in the rural colleges of Nanded.

Review of Literature:

It has been observed that in our country this area of literature has not been explored as much as the other areas are concerned. Most of the research work done in this area has focused on other aspects of Linguistics, which mainly takes Grammar and Structures for its study like, “The teaching of Tenses’’, “The teaching of Prepositions’’, “The teaching of Articles’’, “The teaching of Verbs”, etc. Many attempts have also been made in Teaching

English from Communicative point of view. However, very less or no attention is given to the pronunciation part of the language. This area is considered less important. But it is obvious that today, in the global market, speaking English fluently is not sufficient. If one seeks job in the international market one needs to speak with proper accent and pronunciation. It is seen that the attempts of identifying and minimizing mother tongue/ first language influence have been made. But it is very necessary that one works on the segmental features of English in order to understand the knowledge and design a model which would suit the needs of the Marathi students. Hence this area needs to be worked on.

Aims and Objectives of the Study

There are many multinational companies existing and many are being established in the country. Students after completing their degree seek to get jobs in such companies. They are skilled in their area but find it difficult to get the job because they have mother tongue influence on English. Particularly, candidates find difficulties in getting job in BPO's where the job demands the candidates to speak neutral English as their customers are mainly from other countries. The candidates are not able to meet the linguistic needs and requirement of the companies, especially when it comes to speaking English with the people from other countries.

The present study aims at trying to fulfil the needs of such students and even of those who wish to minimise their mother tongue influence and learn to speak English with a neutral accent, so as to be understood easily and make understand when they speak with the people from other countries. *The present study aims at studying the present knowledge [Present Situation Analysis (hereafter PSA)] related to speaking of English* and *the expected knowledge [Target Situation Analysis (hereafter TSA)]* in the multinational companies.

The present study aims at identifying the problems and thereby trying to find solutions so as to fulfil this gap and enhance the linguistic competencies in oral communication of the students and all those who feel the need or wish to do so, by preparing a module to teach the English Phonemes. The objectives of the present study can be stated as follows:

1. To identify and analyse the knowledge of Phonology of English at the Undergraduate Level students by *conducting a Pre-Test*.
2. To *use multimedia to teach one of the elements of English phonology* at the Undergraduate Level students so as to improve the reading & speaking skills.

3. To *identify and analyse the knowledge of phonemes of English* at the Undergraduate Level students by conducting a Post-Test.
4. To *offer recommendations and conclusions* on the basis of the Post-Test.

Hypothesis

There is no much importance given to the teaching and learning of the segmental features of English in curriculum and the syllabus at the university level in India; which results in the poor competence level of the Undergraduate Level students; however with the help of a systematic needs analysis, both PSA and TSA, an eclectic model of teaching the same can considerably raise the proficiency level of the students.

Research Methodology

The present research is an *action research*. In the words of John W. Best and James V. Kahn, action research 'is focused on immediate application, not the development of theory or on general application. It places its emphasis on a problem "here and now" in a local setting. Its findings are to be evaluated in terms of local applicability, not universal validity. Its purpose is to improve school practices and to improve those who try to improve the practices, to combine the research processes, habits of thinking, ability to work harmoniously with others and professional spirit' p.13.

The present study focuses on the application of the eclectic method. The problem it studies has triggered from the researcher's teaching experience and the need to help the undergraduate students to learn the *segmental features* or *Phonemes* of English. Students coming from Marathi background face problems in speaking English with a neutral accent. The study may be useful to such students as well as for those teachers who face similar problems and are willing to improve their practices for better results.

The researcher adopts a comprehensive procedure for the present study. The procedure to be followed would be as follows:

1. Pre-Test: To study the strength and weaknesses of the students.
2. Performance Analysis: To analysed the performance of the students.
3. Formulation of teaching: The teaching will be designed on the basis of the performance in the Pre-Test.
4. Post-Test: After teaching a Post-Test of similar type will be given.

5. Comparative Analysis of the Pre-Test and Post-Test: The results of the two tests will be compared in order to see if any progress has been made by the students.

Tentative scheme of chapters

Chapter I: Introduction

Chapter II: Analysis of the Pre-Test Results

Chapter III: Using multimedia in the teaching Phonology of English

Chapter IV: Comparative Analysis of the Pre-Test and Post- Test Results

Chapter V: Conclusion and Recommendations

Chapter I: Introduction

The first chapter will focus on the introductory details of the theme of the dissertation and the importance of the title of this dissertation. It will also focus on English as an international language, importance of English language in the globalize market. It will try to brief the role of English in India and some features of Indian English. It will also concentrate on English language teaching in India and teaching English for Specific Purposes (here after ESP). It will provide an introduction on Phonology of English. It will cover the points like the aims of the study, the scope of the study and the research methodology adopted for the study.

Chapter II: Analysis of the Pre-Test Results

The teaching of the segmental features or Phonemes of English in this study will be based on the performance of the students in the Pre- Test. The test conducted by the researcher would be in written and oral form. The major thrust of the test would be on oral examination. In order to maintain the records of the test, the researcher would make use of audio recording. To understand the strengths and weaknesses of the students it is necessary to make the analysis of the errors committed by the students in terms of pronunciation and the use of *Phonemes* of English in the Pre-Test. It will also present an over-all analysis.

Chapter III: Using multimedia in the teaching of Phonology of English

The third chapter will deal with the introduction of one of the elements of Phonology of English followed by the findings from the Pre-Test Results. It will try to focus on the possible causes of errors. On the basis of these findings and causes of errors the researcher will try to develop his own teaching procedure. Researcher will make use of Short films,

movies and mobile apps in the teaching of Phonology of English. This chapter will thus include the apt use of multimedia in the teaching of English.

Chapter IV: Comparative Analysis of the Pre-Test and Post- Test Results

This chapter will deal with the comparative analysis of the Pre- Test and Post-Test results. It will concentrate on the performance of the students in different questions and individual differences among students. It will also focus on the overall performance of the students. This chapter will conclude with the findings from the comparison between the Pre-Test and the Post- Test results.

Chapter V: Conclusion and Recommendations:

This chapter will offer conclusions and recommendations based on the findings from the comparison between the Pre- Test and the Post- Test results.

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